

CIRCLE CLASSROOM OBSERVATION TOOL

Teacher _____

School _____

Coach _____

School Year _____

BOY Observation Date _____

MOY Observation Date _____



Instructions

The CIRCLE Classroom Observation Tool (COT) is a formative assessment. It catalogues teaching behaviors that are known to make up high quality instruction. Coaches use the COT to identify which teaching behaviors need coaching support. The coaches then use this information to set goals with their teachers to improve these instructional behaviors.

The goals on the COT are organized by content areas. Some content areas are further divided into subsections that indicate whether that goal is a core concept (The

What), a strategy or approach (The How), or a context (The When/Where).

Each goal is also leveled to help the coach prioritize goals. Level 1 (purple) goals are foundational skills and should be prioritized first. Level 2 (blue) goals target increasingly advanced instructional strategies. Level 3 (green) goals center on highly differentiated instruction. Coaches should prioritize Level 1 behaviors before moving on to Level 2 and Level 3 behaviors.

GENERAL SCORING INFORMATION

For each goal, the coach will:

- Mark observed if the behavior was seen or heard during the classroom visit.
- Mark observed and check NS (needs support) if the behavior was observed, but requires coach assistance to help the teacher master that skill.
- Leave blank any teaching behavior that was not observed.

Note that the COT is organized to indicate whether the teaching behavior occurred during the beginning of the year (BOY), the middle of the year (MOY), or during a regular coaching visit (Updates). The COT also allows the coach to write the dates for when goals were set and when the teacher meets those goals. Write the date for each observed teaching behavior and goal met to help track the teacher's progress throughout the year.

SCORING THE COT

BOY

When first working with a teacher, the coach will get a baseline to see what teaching behaviors the teacher is already using and which need more support. To get this baseline, the coach will schedule a 2-hour observation in which they will observe the teacher during the cognitive readiness block. During this block of time, the coach will only observe how the teacher interacts with the children. The coach will not provide feedback at this time.

In the Observed-BOY column, the coach will check Observed or Observed-Needs Support for the teaching behaviors that are seen during the 2-hour observation. This baseline will help the coach and teacher determine what goals to set to improve teaching practice. The coach will write the date the goal was set in the Goal-Set Date column.

Updates

As the coach continues to work with the teacher, the teacher will begin to meet goals. The coach will write the date the goal was met in the Goal-Met Date column. Any teaching behaviors that were observed in addition to the BOY observation and goals set will be marked in the Updates column. The coach will continue to set new goals with the teacher based on how the teacher progresses throughout the year.

MOY

During the middle of the year, the coach will do another 2-hour observation during the teacher's cognitive readiness block. During this time, the coach will only observe how the teacher interacts with the children. The coach will not provide feedback. In the Observed-MOY column, the coach will check Observed or Observed-Needs Support for teaching behaviors that are seen during the 2-hour observation. The coach and teacher will then determine what goals to set to improve teaching practice. The coach will write the date the goal was set in the Goal-Set Date column. The coach will write the date for Goal-Met Date for any teaching behaviors observed during the MOY observation.

Updates

After the coach completes the MOY observation, the coach will continue to write the dates that goals were met in the Goal-Met Date column. Any teaching behaviors that were observed in addition to the MOY observation and goals set will continue to be marked in the Updates column. The coach will continue to set new goals with the teacher based on how the teacher progresses throughout the year.

By the end of the school year, the COT will allow both the coach and teacher to see how much the teacher's instruction has progressed.

CIRCLE CLASSROOM OBSERVATION TOOL

Teacher _____ School _____

Coach _____ School Year _____

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
CLASSROOM MANAGEMENT						
1	Draws attention to the expectations in the classroom through non-verbal/verbal cues or reminders of established rules and expectations . Note: Later in the school year, there may be less need for explicit discussion of rules because children appear to move through the day smoothly without conflicts.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Respectfully and calmly gives reminders, redirection or logical/natural consequences should a child break a rule or misbehave.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Uses organized/efficient classroom routines to maximize instructional time (e.g., efficient method for taking daily attendance, materials prepared for lesson, clear procedure for taking turns at restroom).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Uses intentional and efficient methods for transitioning from one activity to the next (e.g., song to clean up, phonological awareness game to transition to centers, etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Involves children in management of the classroom through assigned jobs and responsibilities (e.g., all children have a job in the class and children are seen practicing these jobs around the classroom; children open/close door, turn on/off light, help set up snack, report on the weather, etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Helps children to resolve conflicts with peers by using words and regulating behavior (e.g., “We use words, not our hands, when a friend has a marker that you want.”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Talks about or encourages children to participate in community-building activities (e.g., teacher models and encourages children to practice respectful and friendly behaviors to build friendships among peers; involves children in activities that celebrate or value students’ hard work).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date

Note on items marked with a “★”: To mark these items, you should consider the teacher’s typical/global interaction style during the observation, instead of seeing one isolated instance of the behavior.

SOCIAL & EMOTIONAL DEVELOPMENT						
1	Responds promptly and sensitively (warmly and with genuine concern/understanding) to children’s verbal and nonverbal signals, values, feelings, interests, and needs. ★	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Uses positive non-verbal behaviors with children (e.g., get on child’s eye level; smile; use affectionate/reassuring touch as appropriate; allow children to move close to or sit with the teacher when appropriate). ★	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Uses non-specific praise and encouragement (e.g., Great job, good girl, wonderful). ★	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Uses specific praise, encouragement, or positive feedback that provides children explicit information regarding what they are doing well (e.g., “You did a great job writing your name.” “I like the way you helped your friend.” “You counted to 10, you must feel proud.” “You counted to 10,” with thumbs up gesture.). ★	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Provides guidance that encourages children to regulate their own behavior or solve their own problems (avoid overly directive strategies, “Say you are sorry,” instead teach conflict resolution, model and have children practice words to use, etc.). ★	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Labels children’s feelings and talks about feelings (e.g., define feelings, explain causes of feelings, discuss appropriate behaviors for various feelings).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Models or discusses respect for diversity including culture, ethnicity, special needs, and language (e.g., children’s use of home languages, talk about items in centers that reflect diverse backgrounds).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Provides explicit instruction that incorporates diverse cultural backgrounds of children (e.g., multicultural read alouds, lessons on cultural traditions etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Uses verbal or non-verbal behaviors to engage children with weaker speaking or social skills or students who are more shy/withdrawn (e.g., equity sticks, name tags, calling on/directing comments to less engaged children). ★	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
CENTER / INDEPENDENT WORKSTATION ACTIVITIES						
1	Draws attention to expectations for center time through non-verbal/verbal cues or reminders of established rules and expectations .	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Models how to play/use and care of center materials during center time (e.g., support turn taking, proper care and storage of materials, clean up before leaving centers, etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Talks about or encourages children to use theme-related materials in centers (e.g., activities based on curriculum/ theme). This can be done before going to centers and/or during center time.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Allows children to make choices about center activities (e.g., child chooses center and/or center activities).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	References center management system verbally or non-verbally to support use (e.g., “Use your name tag when you go to a center, check the board to see what center you will be in.”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Describes or models opportunities available in centers before going to centers (e.g., demonstrate how to use a new center activity, review existing activities/materials.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Models and uses verbal or non-verbal scaffolds (upward and downward scaffolds) during centers (e.g., hand-over-hand support for puzzle activity or verbal clues about how to turn puzzle piece to fit, suggest more advanced ways to play/use materials, encourage child creativity, etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	After center time, engages children in reviewing/discussing center activities and learning in a whole-group setting (e.g., “Gina, tell us what you did at the Pretend and Learn center today.”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Note on items marked with a "★": To mark these items, you should consider the teacher's typical/global interaction style during the observation, instead of seeing one isolated instance of the behavior.

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
ORAL LANGUAGE USE: LANGUAGE TO BUILD BASIC AND ADVANCED UNDERSTANDING						
1	Names/labels various items and specific parts of objects (e.g., instead of “Hand me that,” “Hand me the apron.”). <i>Ejemplo en español: “En vez de “Dame esto,” “Dame el delantal.”</i> ★	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Describes how items look and feel; describes action (e.g., “The blue carpet feels rough.”). <i>Ejemplo en español: “La alfombra azul se siente áspera.”</i> ★	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Compares/contrasts how items/actions/etc. are the same or different (e.g., “Is this hot or cold? “An apron is like a napkin that is attached at your waist.”). <i>Ejemplo en español: “¿Esto está caliente o frío? “Un delantal es como un servilleta que se pone en la cintura.”</i> ★	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Inference/judgment , i.e., discusses something not explicitly stated or obvious; making a decision based on evidence or prior knowledge (e.g., “I see a rainbow. It must have rained.”) <i>Ejemplo en español: “Veo un arco iris. Debe haber llovido.”</i> ★	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Links/makes connections to child’s personal experience or child’s prior knowledge (e.g., the bear in the text “sniffs” and teacher links: “When we had lunch yesterday, you sniffed the pizza.”). <i>Ejemplo en español: “Cuando comimos ayer, oliste la pizza.”</i> ★	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Explains function/cause and effect (e.g., “A blender cuts things up very, very tiny.” or “When you turn on a blender, the blades chop things up very finely.”). <i>Ejemplo en español: “Una batidora corta cosas hasta que estén muy pequeñas.”</i> ★	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
ORAL LANGUAGE USE: VOCABULARY / LANGUAGE INSTRUCTION						
1	Talks about vocabulary word(s) in the context of a meaningful activity when it occurs outside of a book reading activity (e.g., during a science activity). Excludes vocabulary talk before, during, and after read alouds.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Provides a child-friendly definition that explains the meaning of a vocabulary word (e.g., “Tangled means it is all knotted and twisted up.”). <i>Ejemplo en español: “Enredado significa que todo está anudado y torcido.”</i> Excludes vocabulary talk during and after read alouds.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Encourages children to say/repeat a vocabulary word with the teacher. Excludes vocabulary talk during read alouds.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Encourages children to act out a vocabulary word (e.g., “Show me how you would tromp.”). Excludes vocabulary talk during read alouds.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
3	Uses graphic organizer to teach vocabulary or concepts (e.g., inside vs. outside - use Venn diagram: put activities children could do inside, outside or both; plants – uses concept web to explain what it is, where they grow, kinds of plants, etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Gives examples and non-examples or synonyms/antonyms of the vocabulary word to build meaning around target word (e.g., If target word is “slowly” show pictures of or say: turtle, elephant, snail, cheetah. Children say slowly if animal moves slowly or say quickly if the animal is fast.). <i>Ejemplo en español: “Despacio.” o “Rápidamente.”</i>	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

ORAL LANGUAGE USE: ELICITS LANGUAGE FROM CHILDREN

1	Asks knowledge level, basic questions (have right or wrong answers based on what you can see, hear, smell, taste, touch, name, describe, recall, etc.). Excludes discussion during and after read alouds.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Asks higher level, open-ended, thinking questions (analysis or thinking required, “why,” “how,” compare, link, explain, etc.). Excludes discussion during and after read alouds.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Downward scaffolds children’s incorrect, ambiguous, or non-response to build their oral language use (e.g., simplify the question; provide clues; reduce choices to either/or question, “Is it too deep or too heavy?”; provide a cloze prompt, “The bucket was too dee...” (deep); model answer and ask child to repeat all or part of the answer, “This pail is deep. Say deep.”). <i>Ejemplo en español: “¿Es demasiado profundo o demasiado pesado?; El cubo era demasiado profundo.; Este cubo es profundo. Diga profunda.”</i>	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Upward scaffolds children’s correct responses or child’s new topic to build their oral language use (e.g., ask for explanation, alternative ideas, or linking; brainstorm more challenging ways to play/use materials).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Attempts to elicit language from all children , not just those who volunteer or those with stronger speaking skills (e.g., some tools like equity sticks, name tags, or calling on/ directing comments to less engaged children). ★ If dual language/bilingual classroom, teacher encourages child response in the current language of instruction if child responds in other language.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Engages children in conversations that involve child and teacher taking multiple turns about a conversational topic (e.g., 3-5 turns, such as Child (C)>Teacher (T)>C>T>C or T>C>T>C>T).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
ORAL LANGUAGE USE: SPEAKING/GRAMMAR SKILLS						
2	Models for children how to express their ideas in more mature sentences (e.g., expand child's words by adding an idea) (e.g., Child says, "Water." Teacher says, "Say, I want a drink of water." Child says, "Ball." Teacher says, "Yes, that is a big, blue ball.").	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Explains to children how to listen to others by looking at speakers and showing genuine interest in their ideas (e.g., "I know you are listening when you look at me while I am speaking.").	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Encourages children to correctly pronounce a word (e.g., recast child's statement with correct grammar) (e.g., Child says, "I goed to the store." Teacher recasts by saying, "You went to the store." Child says, "Boobonnet." Teacher says, "Bluebonnet. Say, Bluebonnet.").	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
ORAL LANGUAGE USE: CONTEXT (THE WHEN/WHERE)						
1	Involves children in large group oral language activities.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Involves children in small group oral language instruction (e.g., Tier 1-small group for all students or Tier 2-additional small-group for targeted students).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Provides support and encourage children in oral language practice during center activities (e.g., joins child in center and has a conversation with him/her about what s/he is doing).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Involves children in oral language transition activities (e.g., having children answer questions before moving from whole group to centers).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Talks about oral language during unplanned/spontaneous activities (e.g., taking advantage of a teachable moment during an unstructured activity such as outdoor time, or meal/snack, or making a meaningful connection to oral language during an activity in another concept area). Note: Excludes center time.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
READ ALOUDS: BEFORE READING						
1	Talks about book and print concepts such as: title, author, illustrator, or cover/parts of book, directionality, etc. No credit is given if these are just read.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Asks questions/prompt children to activate prior knowledge of book content or elements related to children's knowledge (e.g., "What do you know about bears? Do you remember when...?").	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Introduces words/concepts that build background knowledge for the overall understanding of the story (e.g., When reading <i>Bear Shadow</i> , discuss the concept and meaning of the word shadow.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Tells what the story is about with a brief introduction/overview , such as "In this story, the lion..."	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Uses a read aloud chart or other visual aid to support or introduce the read aloud or topic (e.g., flannel board pieces, puppets, other props).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Asks for predictions ("What do you think will happen?"; "What is this story about?"; "How do you think...?").	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Gives a purpose for listening to the story ("As I read, I want you to think about/listen for...").	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Defines a comprehension strategy and explains this is generally something good readers do (e.g., making connections, making predictions, summarizing, asking questions, using prior knowledge, comparing/contrasting, making inferences) (e.g., Teacher says, "What's the bear going to do?" Child says, "Eat the honey." Teacher says, "You made a prediction which means you guessed what would happen next in the story. That is what good readers do. ").	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
READ ALOUDS: DURING READING						
1	Reads with expression to capture children's attention (e.g., dramatic tone, special voices for characters, etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Acknowledges child responses or acknowledges children who initiate their own topic during reading with simple praise or brief acknowledgement (e.g., "Good job", "You're right", repeats child's comment and/or praises).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Asks knowledge level, basic questions (have right or wrong answers based on what you can see in illustrations or hear from the words read aloud; eg. recalls names, events, and descriptions, etc.). Do not also mark in the Oral Language Use section.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
2	Asks higher level, thinking questions (analysis or thinking required, “why,” “how,” compare, link, explain, etc.). Do not also mark in the Oral Language Use section.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Builds or expands on child responses by adding more information with more than simple praise/brief acknowledgement (e.g., Child: “It’s a giraffe!” Teacher: “Giraffes have really long necks;” Child: “He’s mean!” Teacher: “I agree with you that he’s being mean. I think he is a bully.”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Gives child-friendly explanation of vocabulary words in text (e.g., “Dangerous means not safe.”). Do not also mark in the Oral Language Use section.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Asks children to quickly act out important words or ideas in story (e.g., “Let’s all pretend to tremble like we’re scared.”). Do not also mark in the Oral Language Use section.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Encourages children to say/repeat a vocabulary word with the teacher. Do not also mark in the Oral Language Use section.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Models or asks children to use prior knowledge connected to previous themes or classroom learning topics (e.g., “What have we already learned about...?”; “We planted flowers the other day and this book is about plants.”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Models or asks children to make connections between the text and their life or experiences outside the classroom (e.g., “What animals did you see when you went to the zoo with your dad?”; “Good readers think about how books remind them of things in their life. This is called making a connection. What does this book remind you of?”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Models or asks for predictions (“What do you think will happen if...?”; “How do you think...?”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Follows up on predictions made to confirm whether the prediction did/did not occur.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Models or encourages children to think about the purpose for listening discussed before reading (e.g., “We were thinking about...”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Models or thinks aloud to draw attention to a comprehension strategy (e.g., making connections, making predictions, summarizing, asking questions, using prior knowledge, comparing/contrasting, making inferences) (e.g., Teacher says, “I have a question about this book. Why does the ...?” Teacher says, “This picture makes me wonder about ...”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
READ ALOUDS: AFTER READING						
1	Asks knowledge level, basic questions (have right or wrong answers based on what you can see in illustrations or hear from the words read; name, describe, recall, etc.). Do not also mark in the Oral Language Use section.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Asks higher level thinking questions (analysis or thinking required, “why,” “how,” compare, link, explain, etc.). Do not also mark in the Oral Language Use section.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Summarizes the book’s main idea or what was learned (e.g., “In this book we learned...”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Talks about or reviews vocabulary from the text (e.g., review words on the read aloud chart, discuss vocabulary. “We talked about tremble. Can you show me how you look when you tremble? What does tremble mean?”; “I heard a word I didn’t know – bully. What does bully mean?”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Discusses/involves children in activities or discussions that extend the read aloud into whole group, transitions, centers, or small groups (e.g., props to act out story, class-made books, etc.). Extension activity must be observed.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Revisits purpose for listening to story (same purpose as stated before reading).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Defines a comprehension strategy and explains this is generally something good readers do (e.g., making connections, making predictions, summarizing, asking questions, using prior knowledge, comparing/contrasting, making inferences.) (e.g., “We made some predictions about what was going to happen next. Sometimes we were right/ wrong. Good readers make predictions because it helps them understand the book.”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

PHONOLOGICAL AWARENESS: CORE CONCEPTS (THE WHAT)						
1	Listening – Draws attention to environmental sounds, the sequencing of environmental sounds (e.g., with musical instruments or snapping, clapping), sound effects in a story (e.g., zoom, roar), game or song to follow directions (e.g., Simon Says, Hokey Pokey).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Word and Sentence – Blends/segments/manipulates word without referring to print (e.g., sentence segmenting - child moves object for each word in a sentence) (e.g., compound words - child blends parts to produce compound words: Teacher says, “What compound word do you hear when you put together butter and fly?” Child says, “Butterfly.”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
2	Syllables – Blends/segments familiar words (e.g., clap as segmenting names. Teacher says, “Linda.”; Child, “Lin–da.”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Onset and Rime – Blends/segments/manipulates words between the consonant(s) and the rest of the word, with or without picture support (Blending – Teacher says, “What word am I saying: /c/ /at/?” Child says, “Cat.”; Segmenting – Teacher says, “Let’s break cat into two parts.” Teacher and child say, “/c/ /at/.”). Note: When doing onset-rime work with letters or writing , check observed in either the Print Knowledge, Letter Knowledge & Early Reading or the Written Expression section instead.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Rhyming – Draws attention to rhyming words and teaches the common pattern (i.e., identify, match, or produce words that fit the pattern) (e.g., those with the same ending sound: blue/shoe, tall/fall; nonsense words: pocket/wocket, elephant/delephant). Note: Rhyming words are not always spelled the same at the end of the word – e.g., clue vs. koo vs. shoe. Reading a rhyming book or poster is not sufficient. Must draw attention to rhyming words or tell children to listen for rhyming words.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Alliteration – Draws attention to and teaches the common pattern of words that have the same beginning sound (i.e., identify, match, or produce words that fit the pattern) (e.g., “Lazy lions lounge at the local library. Do lion and lazy start with the same sound?” “What words started with /l/?”). Note: Some teachers may need support in understanding that the same initial letter does not always mean words have the same initial sound – e.g., cat vs. ceiling.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Phoneme – Blends/segments/manipulates individual sounds in words. Blending – each sound of word is given (/c/ /a/ /t/) and students blend back together (cat). Segmenting – teacher or children separate each sound of a word (/c/ /a/ /t/). When doing phoneme work with letters or writing , check observed in either the Print Knowledge, Letter Knowledge & Early Reading or the Written Expression section instead. If dual language/bilingual classroom , phoneme-level instruction may not be necessary in Spanish because it is a syllabic language. Nonetheless, phoneme-level may be taught to improve later transfer to English. Follow the school/district’s preference for this PA skill.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

PHONOLOGICAL AWARENESS: STRATEGIES & APPROACHES (THE HOW)

2	Talks about and/or engages children in using manipulatives (e.g., rhyming basket, counters for words in a sentence, counters for say-it, move-it phoneme level activity) when engaged in phonological awareness activities.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
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Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
2	Teacher uses a book reading to reinforce phonological awareness skills (e.g., Teacher reads a book with rhyming words and explicitly calls attention to the rhyming pairs. E.g., Hop on Pop: “Hop and pop rhyme or sound the same at the end.” Some Smug Slug “These words start with the same /s/ sound – some, smug, slug.”). If draws attention to print , check observed in the Print Knowledge, Letter Knowledge, or Early Reading section instead.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Encourages children to identify (match) sounds/words with similar or different phonological patterns (e.g., Rhyming – “Are these rhyming words?” “Thumbs up or down?” Child repeats the rhyming words after the teacher. Alliteration – “Do lion and lazy start with the same sound?”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Encourages children to produce (generate) sounds/ words with similar or different phonological patterns. (e.g., Rhyming – “What is a word that rhymes with cat?” Alliteration – “What is another word that begins like lion?”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Encourages children to synthesize (blend) sounds within a word or words within a sentence (e.g., <i>Syllables</i> : “What word do we make if we put these two words together? Cow boy. Cowboy.” <i>Onset and Rime</i> : “What word do these two sounds make if I put them together? /h/ /op/. Hop.” <i>Phoneme</i> : “What word do these sounds make if I put them together? /p/ /i/ /g/. Pig.”	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Encourages children to analyze (segment or delete) sounds within a word or words within a sentence (e.g., <i>Word and sentence</i> : “How many words are in the sentence, I like cats? 3.” <i>Syllables</i> : “What two words are in the compound word cowboy? Cow and boy.” <i>Onset and Rime</i> : “Let’s break hop into two parts. /h/ /op/.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Downward scaffolds children’s incorrect, ambiguous, or non-response to build their understanding of word play/PA (e.g., Teacher says, “Do Jill and hill rhyme?” Child says, “No.” Teacher says, “Listen closely to the ending sounds in these words.” (Articulates words again with extra emphasis on ending sounds) “Do they rhyme?”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Upward scaffolds children’s correct responses or children’s new topic to build their understanding of word play/PA (e.g., Teacher says, “Do Jill and hill rhyme?” Child says, “Yes.” Teacher says, “Can you think of another word that rhymes with Jill?”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Takes advantage of chance opportunities to talk about phonological awareness (e.g., Teacher calls attention to two objects that begin with the same sound when child is putting a puzzle together).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
PHONOLOGICAL AWARENESS: CONTEXT (THE WHEN/WHERE)						
1	Involves children in large group phonological awareness activities.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Involves children in small group phonological awareness instruction (e.g., Tier 1-small group for all students or Tier 2-additional small-group for targeted students).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Provides support and encourage children in phonological awareness practice during center activities (e.g., joins child in center and discusses initial sounds).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Involves children in phonological transition awareness activities (e.g., clapping syllables to move from whole group to centers).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Talks about phonological awareness during underutilized contexts (e.g., taking advantage of a teachable moment during greeting, bathroom, meal/snack, waiting time, walking in hallways, outdoor time, etc.). Excludes center time.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

PRINT KNOWLEDGE, LETTER KNOWLEDGE & EARLY READING: CORE CONCEPTS (THE WHAT)						
1	Talks about letter names .	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Talks about letter features (e.g., stick letters/round letters; upper- and lower-case, sky-writing 'T', write a letter in isolation).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Talks about letter-sound correspondence . Must occur outside of encoding (writing words). If the teacher discusses while writing, then record in Written Expression.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Distinguishes between elements of print (e.g., between print and photograph or illustration; Talks with children about what is a letter, word, or picture).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Talks about/recognizes familiar words (e.g., names, friends' names, environmental print, etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Talks about features of print , such as text contains letters, words, sentences, and/or spaces during reading activities (e.g., distinguishes between letters, numerals, pictures; segment words from a sentence, short vs. long words).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
2	Talks about book and print concepts while reading a book (e.g., reading progresses from left to right, top to bottom, return sweep, etc.). Must occur outside of encoding (writing words). If the teacher discusses while writing, then record in Written Expression.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Talks about how letters are combined to make words when working with letters or during reading activities.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Talks about punctuation (period, question mark, exclamation mark, etc.) during reading activities. Must occur outside of encoding (writing words). If the teacher discusses while writing, then record in Written Expression.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Teacher encourages children to participate in reading experiences by joining in on repeated parts, having children provide key words in text, or engaging children in echo-reading. Note: to receive credit for this item children must be able to see print .	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Talks about/recognizes/manipulates less familiar words such as high frequency words, word families, etc.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Models or encourages children to sound out words based on their current level of letter-sound and print knowledge.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

PRINT KNOWLEDGE, LETTER KNOWLEDGE & EARLY READING: STRATEGIES & APPROACHES (THE HOW)

1	Tracks print with pointer/finger in general left-to-right sweep while reading aloud.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Talks about and point to individual words or letters with pointer/finger to isolate these features in print.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Uses letter name/letter sound games/activities without actual letter manipulatives (e.g., alphabet bingo, song about individual letter sound, magnadoodle/whiteboard for writing letters, etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Talks about and/or engages children in using letter manipulatives that include the letter symbol for reference/learning (e.g., letter tiles, alphabet puzzles, magnetic letters, alphabet play dough stampers, alphabet stamps, alphabet arc, etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Uses examples of environmental and/or authentic print to teach letters (e.g., letters in children's own names displayed in classroom; theme related print material, completed shared writing samples, etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
1	Uses a book reading to reinforce letter knowledge skills (e.g., Teacher reads an ABC book and explicitly calls attention to the letters named/shown/connected to a sound, e.g., <i>Chicka Chicka Boom Boom</i> “Look. Here are the letters a, b, and c.”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Uses the letter wall as an interactive teaching tool to emphasize features of print (e.g. play letter wall games, letter wall transitions, during journal writing).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Explains strategies good readers use to read unfamiliar words , including sounding out words, looking for parts/chunks of words they know, comparing unknown words to similar known words (analogy), or considering pictures/context to confirm the word makes sense. This item only applies to classrooms with beginning readers.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Uses word reading and sentence reading activities (e.g., word sorts, word hunt in connected text, word banks, sentence building activities, order sentences to produce rhyme/story). This item only applies to classrooms with beginning readers.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Uses leveled texts and/or decodable texts to encourage children to read materials with assistance or independently. This item only applies to classrooms with beginning readers.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Models and explains how good readers use good expression and fluency during reading. This item only applies to classrooms with beginning readers.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Uses fluency activities that allow students to practice reading familiar texts with good expression/prosody and to improve their oral reading accuracy (e.g., buddy reading with fluency rubric, recite rhyme/poem). This item only applies to classrooms with beginning readers.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Downward scaffolds children’s incorrect, ambiguous, or non-response to build their understanding of print concepts, letters, or reading process (e.g., Child called an E an F. Teacher says, “That’s close. An ‘F’ has 2 lines, but this is an ‘E’ because it has 3 lines. Say E.”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Upward scaffolds children’s correct responses or child’s new topic to build their understanding of print concepts, letters, or reading process (e.g., Child says, “I found the letter M.” Teacher says, “Yes that is the letter M. What sound does it make?”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Takes advantage of chance opportunities to talk about print, letter, or reading concepts (e.g., teacher calls attention to the letters on a truck or on a child’s t-shirt).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
PRINT KNOWLEDGE, LETTER KNOWLEDGE & EARLY READING: CONTEXT (THE WHEN/WHERE)						
1	Involves children in large-group print, letter, or reading activities.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Provides support and encourage use of print, letter, or reading activities in centers (e.g., joins child in ABC/Alphabet center and discusses name activities, letter name/symbol activities, or letter-sound activities).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Involves children in small group activities about print, letter, or reading instruction (e.g., Tier 1-small group for all children or Tier 2-additional small-group for targeted children).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Involves children in print, letter, or reading transition activities (e.g., “Line up if your name starts with the letter A.”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Talks about print and letter knowledge during underutilized contexts (e.g., taking advantage of a teachable moment during greeting, bathroom, meal/snack, waiting time, walking in hallways, outdoor time, etc.; Teacher points out and talks about the EXIT sign when walking down the hall, etc.). Excludes center time.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

WRITTEN EXPRESSION: CORE CONCEPTS (THE WHAT)						
1	Talks about correct letter formation (e.g., "While writing the 'T' in "Today," teacher says, "You make an upper case 'T' by going down and then going across at the top.>").	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Talks about letter names/letter-sound correspondence during writing activities (e.g., "Today is Tuesday. What sound do we hear at the beginning of Tuesday? What letter makes the/t/ sound?" Then the teacher writes the letter "T").	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Talks about print directionality and flow of writing such as - writing progresses from left to right, top to bottom, return sweep during writing activities (e.g., "When we write, we begin at the top left side of the paper .>").	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Talks about print features such as letters make words, words versus letters, sentences are made up of words, spaces between words, etc. during writing activities (e.g., "As we write, we put spaces in between our words—for example: I (space) like (space) pizza.>").	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Talks about capitalizing words (name, first word of sentence, I, proper nouns) during writing activities.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Talks about punctuation (period, question mark, exclamation mark, quotation marks, comma) during writing activities.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
WRITTEN EXPRESSION: APPROACHES (THE HOW)						
1	Talks about and/or engage children in independent writing activities linked to current themes or topics of interest (e.g., teacher provides support, scaffolding, and guidance as needed).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Involves children in modeled writing activities in which the teacher controls the pen and the message, but models the writing process (e.g., thinking aloud about process; using correct capitalization, spelling, etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Engages small or large group of children in shared writing opportunities in which the teacher does all the writing, but elicits ideas for writing from children (e.g., response to literature, daily news, charts related to curriculum theme).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Engages small or large group of children in interactive writing opportunities in which the teacher shares the pen with students so they can help write part of the message (e.g., shared writing activities in which children help add punctuation, letters, or words they can write with assistance).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

WRITTEN EXPRESSION: ACTIVITIES & MATERIALS (THE HOW)						
2	Writes in journals that can be either open-ended topics (child choice) or related to the topic of study (e.g., science journal).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Responds to literature/theme with writing and drawing activities (might occur in journals or separately).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Talks about and/or engages children in authentic opportunities to write in centers (e.g., make a grocery list in home center, graph in the math center, blueprints in block center).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Establishes classroom routines that encourage/require child writing (e.g., label your artwork with your name, sign-in upon arrival).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Makes class-made books (e.g., each child makes a page of a counting book; pictures drawn by children/photos of children with teacher taking their dictations about their picture).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
WRITTEN EXPRESSION: STRATEGIES (THE HOW)						
1	Takes dictation (e.g., negotiating a message or writing exactly what was said) from a single child about their individual drawing/writing/ideas.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Talks about/explains plan for writing through oral discussion, graphic organizers, etc. Usually occurs during modeled, shared, or interactive writing (e.g., “Today we will write a letter to Goldilocks. Let’s think about how to write a good letter.”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Encourages children to use manipulatives to help them write words (e.g., attending to sounds with a phonics phone, using letter sound cards, or letter wall cards to identify the correct phoneme to write).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Teacher downward scaffolds children’s incorrect, ambiguous, or non-response to build their understanding of written expression (e.g., uses prompts, assistance sounding out words, and guidance using visual supports including high frequency word lists or letter wall.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Teacher upward scaffolds children’s correct responses or child’s new topic to build their understanding of written expression (e.g., Child says, “I found the letter M.” Teacher says, “Yes, that is the letter M. Can you write the letter M?”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Models and encourages children to say words slowly and write a letter for each sound they hear. Accept spelling approximations that are appropriate to the child’s stage of writing development.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Talks about/explains editing, revising, or publishing steps of writing process and how good writers use these steps of writing to arrive at a finished work.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

WRITTEN EXPRESSION: CONTEXT (THE WHEN / WHERE)						
1	Involves children in large-group writing activities.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Provides support and encourage children's use of writing materials in centers (e.g., joins child in writing center to help child write a letter to a friend).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Involves children in small group writing instruction (e.g., Tier 1-small group for all children or Tier 2-additional small-group for targeted children).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Talks about written expression during underutilized contexts (e.g., taking advantage of a teachable moment during greeting, waiting time, outdoor time, etc.). Excludes center time.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
MATH: CORE CONCEPTS (THE WHAT)						
Counting Skills						
1	Talks about, encourages, or models number recognition (e.g., identify and name numbers; discriminate between numerals and letters).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Talks about, encourages, or models counting in sequence (e.g., rote counting).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Talks about relation between quantities and numbers/ counting objects (e.g., one-to-one correspondence, recognizing last count as quantity/cardinality, quickly recognizing small quantities/subitizing).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Talks about, encourages, or models verbal ordinal terms (e.g., first, second, third; “Point to the last bear”; “What happened first in the story?”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
Classification and Pattern Skills						
2	Talks about encourages, or models sorting objects by attributes (e.g., sorting by color, size, shape).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Talks about organizing data into a graphic representation (e.g., model collecting information, graphing, and discussion of data; analyze data on graph – “Look, boys and girls, our class eats more fruit than vegetables!”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Talks about, encourages, or models recognizing and/or creating patterns (e.g., provide opportunities for children to make and describe patterns; after making an AABB, ABB, pattern, teacher asks “Can anyone tell me what the unit of our pattern is? Yes, AABB, ABB.”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
Geometry and Spatial Sense Skills						
2	Talks about, encourages, or models naming, creating, or manipulating common shapes (e.g., square, round, sides, angles, etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Talks about or encourages children to use positional words to describe location of an object (e.g., “The balls are under the sign-in table.”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
Measurement Skills						
2	Talks about, encourages, or models comparing the length of objects (e.g., length and height of children).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Talks about, encourages, or models comparing weight of objects (e.g., provide opportunities to use a balance/scale to compare weight).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
2	Talks about, encourages, or models recognizing and comparing the amount of space/volume occupied by objects (e.g., volume, capacity of containers).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Talks about, encourages, or models activities that teach the passage of time (e.g., “Yesterday we played in the wet sand outside. Let’s see if the sand is still wet today.”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Adding To/Taking Away Skills

2	Talks about, encourages, or models simple activities or word problems that involve addition or subtraction (e.g., “There is 1 bear in a cave. If 2 more bears walk into the cave, how many bears are in the cave all together?”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
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MATH: STRATEGIES & SUPPORT (THE HOW)

1	Incorporates math in daily routines (e.g., attendance, lunch count, voting, and graphs).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Engages in math-oriented talk/vocabulary with children while using math manipulatives (children must have access to concrete manipulatives).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Uses a book reading to reinforce math skills, such as counting, patterns, shapes, etc. (e.g., Teacher reads a book with counting and explicitly calls attention to the counting opportunities – example: <i>Roar</i> - “Let’s count and see how many monkeys are on this page.” <i>Shapes Everywhere</i> - “Let’s look for the squares.”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Involves children in organized hands-on math activities (e.g., multi-sensory, manipulatives) that support one or more conceptual areas in math (e.g., number, counting, space and geometry, patterns, measurement, and graphing).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Uses or teaches math vocabulary during a math activity (e.g., more/less, count, shape, sort, etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Downward scaffolds children’s incorrect, ambiguous, or non-response to build their understanding of math concepts (e.g., Child miscounts bears. Teacher helps child use one to one correspondence by having him touch each bear as he counts again).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Teacher upward scaffolds children’s correct responses or child’s new topic to build their understanding of math concepts (e.g., Child counts to ten. Teacher asks, “Do you know what number comes next?”).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Takes advantage of chance opportunities to talk about math concepts (e.g., Teacher asks child to count rocks that were found on the playground).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
MATH: CONTEXT (THE WHEN / WHERE)						
1	Involves children in large group math activities .	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Encourages use of specific math manipulatives/materials in centers (e.g., join child in math center to help sort the bear counters).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Involves children in small group math instruction (e.g., Tier 1-small group for all children or Tier 2-additional small-group for targeted children).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Involves children in math transition activities (e.g., if you have 3 buttons on your clothes, go line up).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Talks about math during underutilized contexts (e.g., taking advantage of a teachable moment during greeting, bathroom, meal/snack, waiting time, walking in hallways, outdoor time, etc.; Teacher says, "Let's count to ten while we wash our hands."). Excludes center time.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

SCIENCE: CORE CONCEPTS (THE WHAT)						
<i>Physical Science</i>						
3	Observes, discusses, and/or investigates the properties of natural and man-made objects (e.g., compare physical properties, uses, textures of paper, sandpaper, foil, etc.; why do materials sink or float when placed in water; why do some objects attract to magnets and others do not).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Observes, discusses, and/or investigates motion of objects (e.g., how items move when pushed and pulled; how cars, balls, marbles move down ramps/inclines; how direction of balls changes when they collide, etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Observes, discusses, and/or investigates different sources of energy including heat and electricity (e.g., observe the effect of sunlight on the temperature of different surfaces such as sand, soil, rocks, metal; how the shade made by different objects – trees, umbrellas, tents – reduces the warming effect of the sun; etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
Life Science						
3	Observes, discusses, and/or investigates characteristics of organisms and/or what they need to survive (e.g., animals need food from plants or other animals; plants need water, light, etc.; compare the differences and similarities of animals that live in water vs. land vs. air/fly).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Observes, discusses, and/or investigates life cycles of organisms (plants and animals) (e.g., show how young animals look similar to, but not exactly the same as, their parents; child plants seeds, then observes, discusses, and records plant growth; etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Observes, discusses, and/or investigates the relationship of organisms to their environment (e.g., a squirrel digs a hole in the ground to hide its food; tree roots can break concrete).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
Earth System (Earth and Space) Science						
3	Observes, discusses, and/or investigates characteristics and/or uses of earth and/or human-made materials (e.g., examine rocks, sand, soil using hand lenses, balance scales; sort natural vs. human-made materials; sort living vs. non-living objects/organisms).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Observes, discusses, and/or investigates patterns or changes in the earth and sky (e.g., changes in weather/seasons, shadows, how objects react to sunlight, etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Observes, discusses, and/or investigates how humans use and/or conserve natural resources in their environment (e.g., how people use water, trees; how people can reuse, reduce/conserve, recycle, etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Observes, discusses, and/or investigates various objects in the sky (e.g., clouds and their shapes, the position of the sun, or comparing night sky and day sky).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
Engineering and Design						
3	Tests and compares different ways to solve a simple problem that can be solved by using an object or creating a new object (e.g., identify the best shape of block for the base of a tower so it will not be pulled down/fall down; use popsicle sticks or recycled materials to build a strong miniature house or bridge).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
SCIENCE: STRATEGIES AND APPROACHES (THE HOW)						
3	Models the use of or teaches the meaning of scientific vocabulary (e.g., patterns, cause and effect, quantity, change; stem, root, soil; speed, motion, direction, etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Models the use of and names tools of science and engineering (e.g., magnifying glass, balance scale, thermometer, binoculars, measuring cups, measuring with non-standard units, etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Downward scaffolds children's incorrect, ambiguous, or non-response to build their understanding of science concepts (e.g., Teacher says, "What weather is best for flying a kite?" Child says, "Sunny." Teacher says, "The sun doesn't lift the kite into the air. What lifts the kite into the air?" Child says, "Wind.").	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Upward scaffolds children's correct responses or child's new topic to build their understanding of science concepts (e.g., Teacher says, "What weather is best for flying a kite?" Child says, "Windy." Teacher says, "You're right. How do you control the kite?" Child says, "You unwind the string to make it go higher.").	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Takes advantage of chance opportunities to talk about science concepts (e.g., If it starts to rain, talk with children about why living things need rain.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
SCIENCE: ACTIVITIES (THE HOW)						
3	Asks and answers questions about scientific phenomena or engineering solutions while identifying topics for study (e.g., "Why does your shadow change sizes throughout the day?"; "What objects can you use or create to keep ice from melting quickly?").	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Models and encourages children to make predictions/ hypotheses (e.g., make simple if... then statements; guess what might be causing the problem or what the result of a change may be).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Plans and carries out systematic investigations to compare and test different situations or solutions (e.g., science "Let's see which makes our plants grow taller – putting them in the window or in this dark closet." or engineering "Let's see which ramp makes the car roll faster – the wood ramp or the fabric covered ramp.").	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
3	Involves children in using senses and simple tools to collect simple data during science or engineering investigations – drawing, counting, tallies, non-standard measurement, simple bar graphs (e.g., put plants from light and closet side-by-side and record which is taller; use chalk or tape to mark how far the car rolled on the different ramps.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Encourages children to share/talk about their findings using writing/drawing/simple models (e.g., share science journals at circle time; show and tell about an experiment; invite parents or other students to hear a presentation about the class's findings).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Engages in talk and questioning (Why? How?) that encourages explanation and higher-level thinking based on observations or simple data (e.g., Why do you think the plants that got sunlight are taller? How did the height of the ramps change how far they went?).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

SCIENCE: CONTEXT (THE WHEN / WHERE)

3	Involves children in large group science activities .	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Encourages use of specific science manipulatives/materials in centers (e.g., joins child in the science center and shows the child how to use a balance scale).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Involves children in small group science instruction (e.g., Tier 1-small group for all students or Tier 2-additional small-group for targeted students).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
ENGLISH LANGUAGE LEARNERS						
1	Supports understanding by using gestures, acting out, or miming important vocabulary/concepts. This could occur during large group, small groups, or center time.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Supports understanding by pointing to or using visual representations (objects/pictures/ manipulatives) of important vocabulary/concepts. This could occur during large group, small groups, or center time.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Explains and instructs basic words (not just sophisticated vocabulary) because ELL may not know basic vocabulary that native speakers will understand.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Explains idioms that ELL are unlikely to understand, such as turn of phrase/figure of speech (e.g., “Driving me crazy,” etc.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Lesson plan should reflect the specific ELL instructional adaptations planned.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Models or teaches acceptance of multiple languages (e.g., respects children’s use of home languages in the classroom or teacher learns some vocabulary in the children’s home language.).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	If teacher is comfortable speaking children’s home language, explains cognates to support transfer of vocabulary knowledge (Ejemplo: doctor/doctor; plant/planta).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Provides additional scaffolding when students have difficulty attending to or writing sounds that are not present or different in their native language. For example, the teacher might reiterate the sound in their home language and compare it to English (e.g. the letter h in Spanish is silent).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

STUDENT PROGRESS MONITORING, ASSESSMENT, & LESSON PLANNING

Note on items marked with a "★": To mark these items, you should consider the teacher's typical/global interaction style during the observation, instead of seeing one isolated instance of the behavior.

1	Defines the concept or objective of the activity/lesson in child-friendly terms when beginning the activity . ★	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Models and explains the procedure of the activity/lesson before encouraging children to participate . ★	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
1	Provides opportunities for children to practice activity/lesson with support. ★	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Provides brief summary of concept or objective targeted in a lesson. ★	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Provides opportunities for children to independently practice activities in centers that were taught in whole/small group lessons. ★	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Implements written lesson plan activities generally as planned to follow through with scheduled learning objectives.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Duration of whole-group activities is appropriate for children's attention span.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Lesson plan objectives link closely to classroom materials in centers and around the room (e.g., materials in dramatic play center reflect current theme/unit, theme/unit related books are present, children's work related to theme/unit is displayed around the room).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Recent, dated documentation of children's developmental progress across important literacy/language areas through the use of direct assessments/cognitive checklists/portfolios. <i>Should be accessible.</i>	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
1	Recent, dated documentation of children's developmental progress across important math skills through the use of direct assessments/cognitive checklists. <i>Should be accessible.</i>	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Evidence of small-group lesson plans (this can include Tier 1 small groups or Tier 2 small groups).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Duration of small-group activities is appropriate for children's attention span.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Plans literacy/language instruction based upon individual assessment/checklists. Plan should be listed on lesson plan (e.g., plan whole-group lessons to introduce a skill most children need; plan Tier 2 small-group lessons if only some children need skill practice or review).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Plans math instruction based upon individual assessment/checklists. Plan should be listed on lesson plan (e.g., plan whole-group lessons to introduce a skill most children need; plan Tier 2 small-group lessons if only some children need skill practice or review).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Level	GOAL	Observed		Updates	Goal	
		BOY	MOY		Set Date	Met Date
2	Lesson plans show strong connection between instructional standards and theme/unit-related activities (e.g., theme activities teach important objectives/standards rather than only linking to a theme).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	If dual language/bilingual classroom , lesson plans should reflect times when Spanish-only/English-only occurs according to the school/district's instructional model. Teachers should attempt to follow the language model, rather than using his/her dominant language or students' dominant language. If there is no formal model, the coach should discuss language goals with the director to know how to coach.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

EFFECTIVE USE OF TECHNOLOGY (optional)

2	Teach children basic skills for using technology effectively such as mouse skills, whether and how to power on/off, proper care of materials, etc.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
2	Activities at computer or listening centers address high-priority instructional targets (e.g., letter knowledge, math, electronic book reading), rather than entertainment purposes.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	Activities at computer or listening centers include instructions/labels with pictures/icons that assist children in using technologies independently or with minimal adult assistance.	<input type="checkbox"/> NS	<input type="checkbox"/> NS			
3	If classroom includes LCD projector, SMART board, tablets/iPad, or other technologies, use these to regularly enhance instruction in large- and small- group activities (e.g., short educational video discussed to support science instruction; SMART board used for shared writing to draft, revise, and publish).	<input type="checkbox"/> NS	<input type="checkbox"/> NS			

Classroom Observation Tool: *Short-term Goal Report*

Date _____

CHOOSE COT GOALS

	Domain	Goal
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

ACTION PLAN

On My Own

With Support

Resources